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ABSTRACT

Presented is the instructor's manual for a course in assessing behavior of the developmentally disabled. Suggested are techniques for teaching the course, and provided are the correct answers and assessments for five workbook units dealing with such topics as use of formal and informal evaluation, and learning modalities assessment. Included is a criterion assessment examination for use as a pre- and posttest and for formulating individualized instructional plans. (CL)

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ASSESSMENT

DESIGN

IMPLEMENTATION

TESTING

A Plan for Developing Instructional Personnel of the Moderately and Severely Retarded

EC 07 3173

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ASSAYING STUDENT BEHAVIOR

A MINICOURSE IN

STUDENT ASSESSMENT TECHNIQUES

Instructor's Manual

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April, 1974

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TABLE OF CONTENTS

A Note to the Instructor 1

Unit I Workbook 5

Unit I Assessment 9

Unit II Workbook 10

Unit II Assessment 13

Unit III Workbook 15

Unit III Assessment 17

Unit IV Workbook 20

Unit IV Assessment 24

Unit V Workbook 28

Unit V Assessment 35

Criterion Assessment Examination 38

Sample Criterion Assessment Examination . . . . . CA 1

A NOTE TO THE INSTRUCTOR

The design of this instructional package is organized to meet the needs of teachers, therapists, administrators, and all others who work with the developmentally disabled. Skills of those taking the course will vary between no prior knowledge of student assessment to a level greater than what is being offered in this package.

Participants should have some prior knowledge about the developmentally disabled but it is not necessary. This recommendation is offered in order for the written exercises to have more meaning to the participant.

This Manual contains additional examples of workbook exercises to help the instructor, or, when the package is used for self-study, to help the participants in determining the quality of responses. It also contains answers to each unit assessment and the criterion assessment examination.

Suggestions for Teaching the Course

Follow the steps and you will be able to provide a variety of instructional techniques which can effectively meet the needs of your participants.

1. Examine the entire instructional package. Before beginning instruction, it is recommended that you first take the course and pass the criterion assessment examination with a minimum score of 85%.
2. Check to see if you have adequate Workbooks and Participant Manuals for all participants.
   a. You will need one Workbook for every participant.
   b. If participants take the course at the same time, you will need one Participant Manual for each person. If participants

will be working on a staggered schedule, you will need one Participant Manual for every study center.

c. You will need two Criterion Assessment Examinations for each participant.

d. You will need one Instructor's Manual for each instructor.

3. Before anyone begins the instructional package, it is important to review the organization of the Participant Manual and Workbook with the participants. During this orientation, review the introductory pages of the Participant Manual and Workbook and pages 1.1, 2.1, 3.1, 4.1, 5.1, and 6.1 so everyone is aware of the goals and objectives.

4. As you handout the Workbooks, remind the participants to write their full names on the front page. This will save a lot of aggravation later when you are checking exercises.

5. Now, give one Criterion Assessment Examination to each participant as a pretest. It is suggested to have the completed examination in your hands for grading a few days prior to the beginning of Unit I.

6. Individualized programming can be accomplished by using the pretest as a baseline. The following alternatives are open to you:

a. All participants scoring 85% or above are exempt from further study.

b. Any participants scoring over 70%, but less than 85%, indicates only one or two weak skills. These individuals should read the entire Participant Manual but need only do the workbook exercises in units directed at weak skill areas.

7. It is suggested, where possible, to have all the participants complete Unit I before completing the course at their own pace. Questions regarding procedures and quality of work can be cleared up at this time and, therefore, prevent problems from developing.
8. Check Unit I Assessment in detail. Keeping quality of performance high at this time will enhance participant responses in the later units.
9. Have participants complete Units II through VI at their own pace. You should check each Unit Assessment. However, you may choose to let some participants proceed without monitoring if they show aptitude for learning the information.
10. Always be available for questions as they arise.
11. When a participant completes all six units, check the unit assessments and go over any weak points with the participant. Then:
    a. You may have the participant rework a specific unit.
    b. You only may need to discuss a weakness with the participant.
    c. You may provide the participant with the Criterion Assessment Examination as a posttest.
12. If the participant can achieve a score of 85% or better on the Criterion Assessment Examination, record the score and you are through. If a participant cannot achieve 85%, you may require any of the following:
    a. Discuss the weak areas with participant.
    b. Participant reworks the entire package.
    c. Participant reads other appropriate materials to gain

another viewpoint of the subject matter (see bibliography in Particiapnt Manual for suggestions.)

It is common for participants in any programmed instruction to move at a pace too fast for optimum learning. Plan to pace the instruction over a period of not less than five days.

A Final Note

Questions may arise regarding the author's interpretations. If this happens, please write or call them. Their responsibility for successful instruction does not end with the distribution of this manual.

UNIT I

Problem I

1. Circle the appropriate word.

(True) False a.

(True) False b.

(True) False c.

(True) False d.

True (False) e.

2. Circle the letter which best suits the statement.

F=Formal; I=Informal; B=Applies to both

(F) I B a.

F (I) B b.

F I (B) c.

F (I) B d.

F I (B) e.

Problem II

1. List three purposes for having student assessment.

a. Acceptable Responses

Activity of gaining knowledge about an individuals past and present (if future is added, response is incorrect).
It gives a medical, social, physical (etc.) history of the student (if only one item is listed, answer is inadequate).
A developmental history of the student.
Student Background.

b. Acceptable Responses

A starting point for formulating instructional plans.
A starting point from which to plan.
Information for setting up class plans (or instruction).
A place to begin planning for future instruction.

c. Acceptable Responses

A means for measuring student growth.
To measure personal growth.
Provides record of growth and development.
A tool for continuous evaluation.

2. State the three rules that must be met for student assessment information to be considered as formal assessment information.

a. Acceptable Responses

Directions provided are followed closely by tester.
All testing rules must be followed closely.

Unacceptable Responses

Use a standardized test.
Must be given by a qualified or authorized tester.

b. Acceptable Responses

Standardized on a large population.
Standardized for validity and reliability.

c. Acceptable Responses

Scores reported according to directions in the test manual.
Scores must be exactly how it states in the manual.
Information reported according to test guidelines.

3. State two rules that help determine when student assessment information is informal.

Acceptable Responses

The use of a formal test with one or more exceptions to the assessment rules.

Using a formal test but not following all the rules.
Alterations or exceptions to the formal test procedures.
Scores, results, or conclusions derived by observation.

Other Acceptable Responses

Evaluations determined by tester observations during formal test administration.

Scores, results, or conlusions derived from nonstandardized tests.

Other Acceptable Responses (cont.)

Teacher made tests.
Survey's check lists, etc.
Any testing done with nonstandardized devices.

4. Use of WISC.

a. For formal assessment:

Acceptable Responses

The scores reported pertain to intelligence.
The information reported is an IQ score.
Full scale IQ, Verbal and Performance IQ's.
Gain information about intelligence.
IQ's of children.

Unacceptable Responses

When used as a formal test.
When scores are reported according to test manual.
The nonverbal IQ is used.

b. For informal assessment:

Acceptable Responses

The tester suggests certain student difficulties such as emotional problems, hearing loss, brain injury, etc.
To detect emotional problems.
When tester says scores are lower than they should be because of examiner observations during the testing situation.

Problem III

1. Decide whether information is formal, informal, or both.

Formal	Informal	Both	
X	___	___	a.
___	X	___	b.
___	X	___	c.
___	X	___	d.
___	X	___	e.
X	___	X	f. (either answer correct)
___	X	___	g.
X	___	___	h.

2. Decide which method of assessment.

Formal	Informal	Both	
X			a.
		X	b.
	X		c.
		X	d.
X			e.
	X		f.
	X		g.
X			h.
	X	X	i. (either answer correct)
	X	X	j. (either answer correct)

UNIT I ASSESSMENT

Total score: 20 points. Minimum acceptable: 17 points.

1. Three reasons for having student assessment. (6 points)
   See Unit I, Problem I, for other acceptable responses.

   2 points a. Assessment information provides a developmental history of student (if future is added, response is incorrect).

   2 points b. Assessment information provides a look at current functioning level of student (if past or future is added, response is incorrect).

   2 points c. Assessment information provides an ongoing means for measuring learning growth of student.

2. Three rules of formal assessment. (3 points)
   See Unit I, Problem I, for other acceptable responses.

   1 point a. Directions provided are followed closely by tester.

   1 point b. Standardized on a large population.

   1 point c. Scores, results, or conclusions reported according to directions in test manual.

3. Three rules of informal assessment. (3 points)
   See Unit I, Problem I, for other acceptable responses.

   1 point a. The use of a formal test with one or more exceptions to the assessment rules.

   1 point b. Scores, results, or conclusions derived by observation.

   1 point c. Scores, results, or conclusions derived from nonstandardized tests.

4. Type of assessment used. (8 points)

	Formal	Informal	Both	
2 points	___	X	___	a.
2 points	___	___	X	b.
2 points	X	___	___	c.
2 points	X	___	___	d.

UNIT II

Problem IV

Part A. Name three tests that measure intellectual functioning.

Any of the following are correct but others are also acceptable. The Peabody Picture Vocabulary Test is incorrect.

Wechsler Tests of Intelligence

Wechsler Adult Intelligence Scale (WAIS)
Wechsler Intelligence Scale for Children (WISC)
Wechsler Pre-school and Primary Scale of Intelligence (WPPSI)

Stanford-Binet Intelligence Scale (Binet)

Slosson Intelligence Test (SIT)

Columbia Mental Maturity Scale

Merrill-Palmer Scale

Leiter International Performance Scale

Raven's Matrices

Cattell (any one of them)

Part B. Which test solves the statement?

5. Slosson	1.
4. Binet	2.
1. WISC or 4. Binet	3.
1. WISC or 4. Binet	4.
3. WPPSI	5.
7. None	6.

Part C. Circle true - false answer.

(T)	F	1.	(T)	F	4.
T	(F)	2.	(T)	F	5.
(T)	F	3.	(T)	F	6.

Problem V

Part A. Name a formal device which measures:
Any of the following are correct.

1. General adaptive behavior:

   Adaptive Behavior Scale (ABS)

   Trainable Mentally Retarded Profile (TMR Profile)

   Balthazar Scales of Adaptive Behavior

   Denver Developmental Screening Test (DDST)

2. Language or communication behavior:

   Illinois Test of Psycholinguistic Abilities (ITPA)

   Peabody Picture Vocabulary Test (PPVT)

3. Motor and perceptual behavior:

   The Purdue Perceptual-Motor Survey

   Frostig Developmental Test of Visual Perception (Frostig)

   Bender Visual Motor Gestalt Test (Bender-Gestalt)

   Auditory Discrimination Test (Wepman)

   Occupational Therapists or Physical Therapists Report of Motor and Perceptual Development

   Motor Portion of DDST

   Unacceptable Answers

   Snellen E-Chart of Visual Acuity

   Doctor's Report of Visual Acuity

   Audiologist's Report of Hearing Acuity

4. Social adjustment behavior:

   Vineland Social Maturity Scale (Vineland)

   Children's Apperception Test (CAT)

   Draw-A-Person, Draw-Your-Family, House-Tree-Person

   ABS, Maladaptive Section

Part B. Answer True or False.

T	(F)	1.	T	(F)	6.
(T)	F	2.	T	(F)	7.
T	(F)	3.	T	(F)	8.
(T)	F	4.	T	(F)	9.
T	(F)	5.	(T)	F	10.

UNIT II ASSESSMENT

Total score: 28 points. Minimum acceptable: 24 points.

Part A

1. Two weaknesses of the mentally retarded according to the AAMD. (4 points)
   2 points a. Subaverage general intellectual functioning.
   2 points b. Deficits in adaptive behavior.
2. Type of score or summary information. (8 points)
   a. Binet: IQ, MA
   b. WISC: IQ, Full Scale IQ, Verbal IQ, Performance IQ
   c. ABS: General adaptive behavior, adaptive functioning, maladaptive functioning
   d. DDST: General development of young children; gross motor, fine-motor adaptive, language, and/or personal-social development
   e. Purdue: Motor behavior, motor development
   f. ITPA: Language or communication behavior, PLA
   g. PPVT: Language or communication behavior, receptive language IQ
   h. WRAT: Academic behavior or school achievement

Part B Define the following. (4 points)

1. SD: (provided by example - not to be scored)
2. SQ: Social Quotient - a level of social adjustment
3. IQ: Intelligence Quotient - level of general intellectual function or level of general intelligence.
4. CA: Chronological Age - a correct measure of age in years and months from birth
5. PLA: Psycholinguistic Age - a measure of language or communication development

Part C Answer true - false statements. (12 points)

T (F) 1.

T (F) 2.

T (F) 3.

T (F) 4.

T (F) 5.

(T) F 6.

UNIT III

Problem VI

Write at least three entry level skills. Responses may include (but are not limited to) the following:

Acceptable Responses

Student can place a group of up to 10 objects in one-to-one correspondence with another group of objects.

Given a group of 10 objects, learner stops rote counting on any requested number from 1 to 10.

Given two dissimilar groups of up to 10 objects, the learner can determine if the groups are equal or unequal.

Individual can rote count to 10 while pointing to one object at a time in a line of 10 objects.

Individual is physically capable of designating one item of a group.

Individual can hear verbal directions.

Individual can rote count to 10 and touch objects simultaneously.

Individual can rote count to 10 with a one-second interruption without having to restart the count.

Unacceptable Responses

Given a group of ten objects, upon request, learner will be able to count to ten without using rote methods.

Can recognize that ten has two groups of five.

Can identify written numbers by rote counting.

Problem VII

Example 1

a. Social Adjustment Skills Domain

b. Start with Entry Level Skill: Student responds to verbal sounds.

Example 2

a. Mental Skills Domain

b. Begin with Subobjective 5

Example 3

a. The answer may be any or all of the domains.

b. Begin training with a task analyzed program on Entry Level Skill 2.

Problem VIII

1. List the three modalities from strongest to weakest.

   Strongest-to-weakest: Auditory or Hearing; Tactile-Kinesthetic; or Touching, Visual or Seeing.

2. List at least three reinforcers. (Order is not important.)

Teacher Praise	Desserts
Teacher Attention (one-to-one)	Hearing Himself
Playground Time	Telling Stories

3. List four things about his learning style. Any of the following are acceptable. (Order is not important.)

   a. Self-motivating in auditory activities.

   b. Self-motivating in playground activities.

   c. Willing to try new things with very little coaxing.

   d. Works best in one-to-one situations.

   e. Has short interest (attention) span on any single activity.

   f. Works better without distractions.

   g. Only one activity should be available at a time.

   h. Is nonselective, meaning there is no apparent favorite activity, except maybe eating dessert.

   i. Quality of own work does not seem to motivate better work. (Being praised for repeating stories does not carry over into other activities.)

   j. Appears to learn best through listening activities.

UNIT III ASSESSMENT

Total score: 43 points. Minimum acceptable: 36 points.

Part A

Write a terminal objective and at least three subobjectives. (8 points)

1. Write terminal objective.
   (2 points)

   Any terminal objective which includes a skill level greater than being able to write or print name is incorrect.

   Acceptable Response

   Without cues or verbal prompting, individual will print first and last name once without spelling errors on an 8 1/2"x11" paper using a primary pencil.

   The statement must contain an observable behavior which includes the ability to write and print own name. A statement including any other behavior makes the participant response incorrect.

   The statement must contain a criterion that is easy to measure, such as number of consecutive times acceptable or a time limit for completing response. If a statement of percent is written, meaning of the percent must be described. For example, "After student can write his name correctly, he will write his name without error 80% of the time for one week."

   The condition must be stated or easily implied. Given a pencil, pen, paper, etc. can be easily implied.

2. Write three subobjectives.
   (2 points for each subobjective -- 6 points total)

   The same directions for judging the writing of the terminal objective are used for determining acceptability of subobjectives. The statements must fit a pattern which will begin to meet the terminal objective.

3. Write two entry level behaviors.
   (2 points for each entry level behavior -- 4 points total)

   The entry level behaviors must be necessary for the development of other skills as well as for writing own name or they are not acceptable.

   Acceptable Responses

   Can hold pencil, crayon, etc. in fingers.

   Can copy letters of the alphabet.

   Can understand directions.

   Can attend to task.

   Can see letters for copying.

Part B

Determine if student has entry level skills.

1. (1 point) Is the student ready?

   Yes

2. (2 points) He has all the entry level skills necessary for writing or printing and is already capable of writing ten words.

   Any response that alludes to skill Number 2 being met is correct.

Part C

Determine weak domain(s) area.

1.

(3 points) a. Mental Skills Domain.

(2 points) b. Subobjective 4

2.

(3 points) a. Social Adjustment Skills Domain

(2 points) b. Entry Level Skill Number 3

3.

(3 points) a. Physical Skills Domain

(2 points) b. Entry Level Skill Number 1

Part D

Answer true-false statements.

1. Sensory Modalities
   (1 point for each correct response -- 4 points total)

True	False		True	False	
X		a.	X		c.
	X	b.	X		d.

2. Reinforcers
(1 point for each correct response -- 5 points total)

True	False		True	False	
___	X	a.	X	___	d.
___	X	b.	___	X	e.
X	___	c.			

3. Individual Learning Styles
(1 point for each correct response -- 4 points total)

True	False		True	False	
___	X	a.	___	X	c.
X	___	b.	X	___	d.

UNIT IV

Problem IX

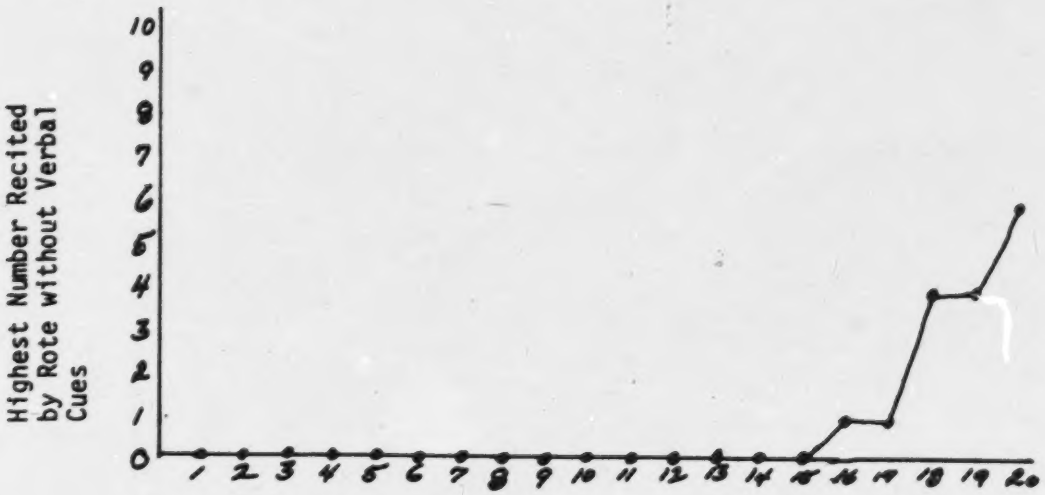
1. Report the frequency of behaviors.

   a. Chart the student responses.

Trial	1	0	0	0	0	1					
Trial	2	0	0	0	0	4					
Trial	3	0	0	0	0	4					
Trial	4	0	0	0	1	6					
		1	2	3	4	5	6	7	8	9	10

Training Periods

Graph the student responses.



Each Individual Trial

   b. Did the student reach the terminal objective?

      No. The terminal objective is rote counting to ten.

   c. What is the highest number attained?

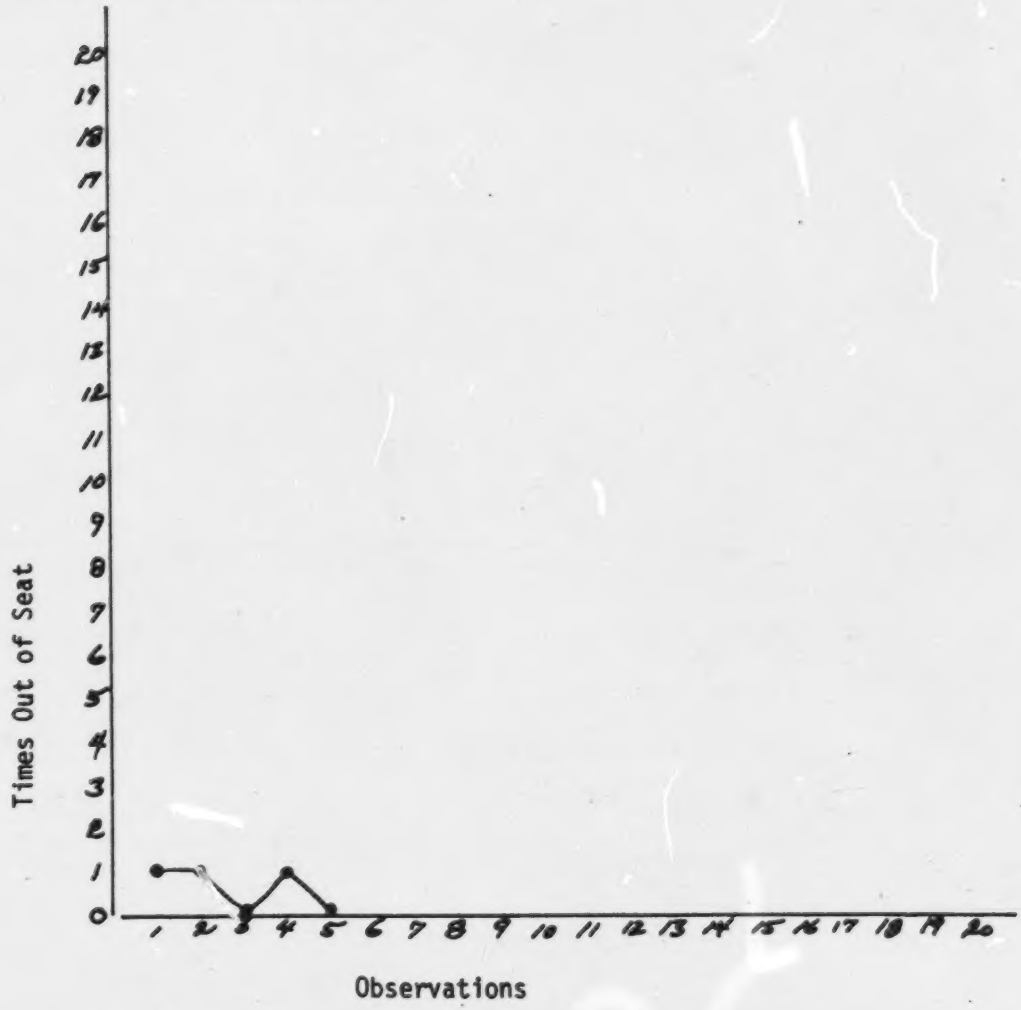
      One. Any other response is incorrect.

2. Report the behaviors counted during specified time periods.

   a. Chart target behavior.

1	1	0	1	0
M	T	W	T	F

   Graph target behavior.



   b. Did the student attain the terminal objective?

      Yes. Never once did Jane exceed the out of seat limit set in the criterion.

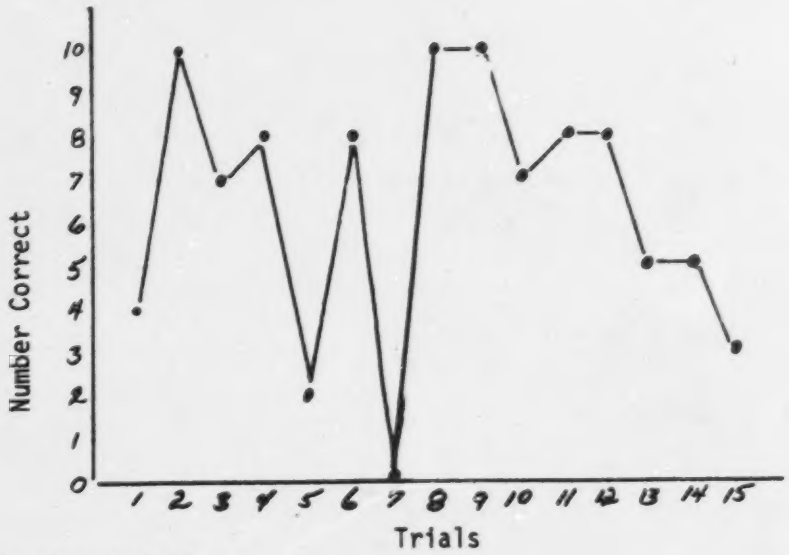
   c. Does your graph show that Jane achieved the terminal objective?

      Yes. Any other answer is incorrect.

3. a. Chart the data.

	M	T	W	TH	F
Week of 4th	4	10	7	8	2
Week of 11th	8	0	10	10	7
Week of 18th	8	8	5	5	3

Graph the data.



b. On what trial?

The tenth trial.

c. Did Jim meet criterion?

Yes. 7+8+8+5+5+3

6 numbers so, $6\overline{)36}$ 6 Correct Daily Average

d. What do you do now?

Acceptable Responses

Go on to the next objective.

Raise the criterion to, say, an average of 7 correct.

Add time limit as a condition.

Unacceptable Responses

Change time limit. (No time limit was given in terminal objective.)

Change condition by decreasing time.

Increase the number of problems on the page. (Jim still is having difficulty with ten problems.)

UNIT IV ASSESSMENT

Total score: 32 points. Minimum acceptable score: 26 points.

Part I

A. Create a graph.

1. Choose appropriate graph headings.

(1 point) a. Best choice. Either of two choices are correct.

_X_ Number of trial observations.

_X_ Number of days observed.

(1 point) b. Best choice.

_X_ Number of disruptive behaviors per day.

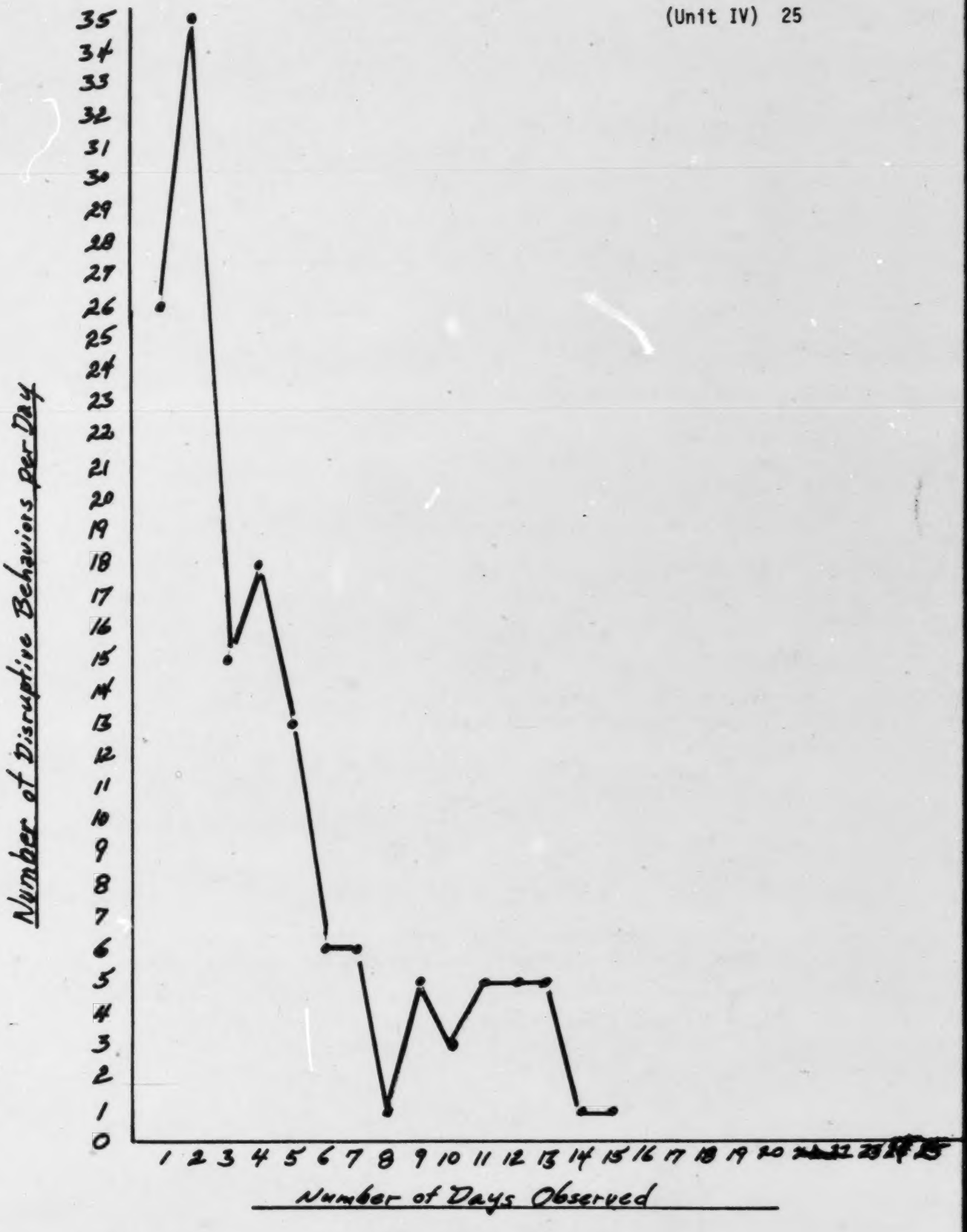
2. Create a graph.

(1 point) Horizontal title: Number of trial observations, or Number of days observed.

(1 point) Vertical title: Number of disruptive behaviors per day.

(4 points) Information graphed without error.

(See next page for completed graph.)


Number of Disruptive Behaviors per Day
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Number of Days Observed

B. Information about first week.

(2 points) 1. X 107 ÷ 5 = 21.4

(2 points) 2. X 107 ÷25 = 4.3

C. Average one disruptive behavior per hour for three consecutive days.

(2 points) X Yes On the 8th observation.

___ No

Obs. #6 6
Obs. #7 6
Obs. #8 1
15)13.00
.87 per hour

D. Reach terminal objective?

(2 points) ___ Yes

X No

E. Is program apparently successful?

(4 points) X Yes

___ No

Part II

A. Average time of groups.
(1 point for each correct response)

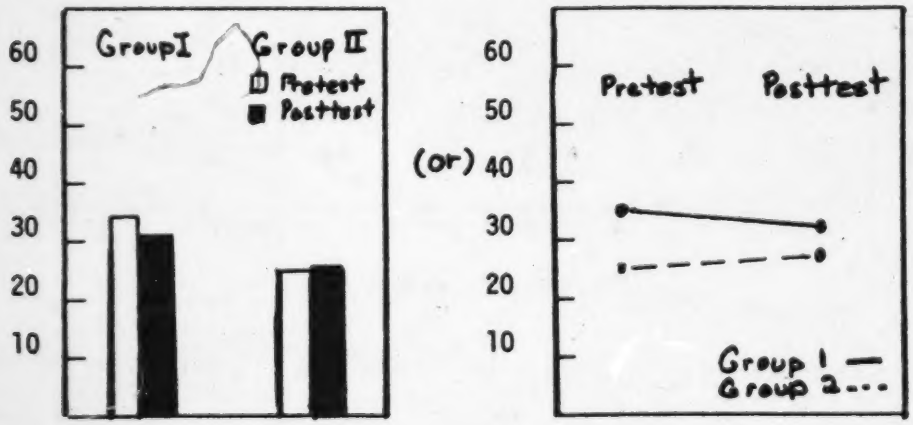
Group 1. 31 mins. Group 2. 28 mins.

Acceptable Responses

Group 1. from 30-32

Group 2. from 27-29

B. Graph the information for two groups. (6 points total--3 points for reporting Group 1 correctly and 3 points for reporting Group 2 correctly)



Either graph is acceptable. In order for points to be awarded for Group 1, the graph must show an increase in time required on the posttest.

In order for points to be awarded for Group 2, the graph must show almost no difference between the pre- and posttests.

C. Was reinforcer effective?

(4 points) _X_ Yes

___ No

UNIT V

Problem X

Examine the forms and determine if the information has "Some or Considerable Value" or "Little or No Value."

	Some or Considerable Value	Little or No Value
Part A		
I.	____	b
II.	____	b
III.	____	b
IV.	____	b
V.	a	____
VI.	a	____
VII.	a	____
VIII.	a	____
Part B		
I.	____	b
II.	____	b
III.	a	____
IV.	a	____
V.	a	____
Part C		
I.	a	____
Part D		
I.	a	____

Problem XI

Examine the medical history form and determine the portions that have relevance.

	Some or Considerable Value	Little or No Value
1.	a	
2.	a	
3.		b
4.		b
5.		b
6.		b
7.		b
8.		b
9.		b
10.		b
11.		b
12.	a	
13.		b
14.		b
15.		b
16.		b
17.		b
18.	a	
19.	a	
20.	a	
21.	a	
22.	a	
23.		b

	Some or Considerable Value	Little or No Value
24.	a	
25.	a	
26.	a	
27.	a	
28.	a	
29.	a	
30.	a	

Problem XII

Examine the annual physical examination form and determine those portions that have relevance.

	Some or Considerable Value	Little or No Value
1.	a	
2.		b
3.	a	
4.	a	
5.	a	
6.		b
7.		b
8.		b
9.		b
10.		b
11.	a	
12.	a	
13.		b

	Some or Considerable Value	Little or No Value
14.	____	b
15.	a	____
16.	a	____
17.	____	b
18.	____	b

Problem XIII

Underline all data that has instructional relevance. Place ( ) around all information that is verbal noise.

1. The social worker, after six attempts, succeeded in
2. meeting with both parents

This may have relevance when planning a parent-school interaction program.

3. (on Sunday afternoon on 7/1/71. Mr. and Mrs. Jones were pleasant people and the home was neat and clean with two color TV sets.)

This is verbal noise. It has little relevance to any program planning.

4. (This is the second marriage for both parents and Johnny
5. has been adopted by Mr. Jones, the stepfather. Both parents
6. appear to want to help Johnny all they can. During the
7. interview, Johnny was in the room. Johnny, a pleasant
8. looking, blond, blue-eyed mongoloid was dressed in neat but well-worn clothing.)

Verbal noise. Family background, physical appearance, etiology, and quality of clothing matter very little in designing an individualized instructional plan.

(Mr. Jones had always taken pride in working hard. However, he had an auto accident two years ago and has been on welfare since then. He said the doctors report his back has healed, but he still gets pains. Mr. Jones has a high school diploma and is interested in auto repairing.)

All verbal noise. The problem discussed in this paragraph pertains to social welfare activities not instructional activities.

(Mrs. Jones has a high school diploma and has worked as a cashier in several different area stores. She doesn't go out much or entertain at home.) She said she likes people to visit her but her husband does not like to have company at night while there are certain shows on TV.

Most of this paragraph is verbal noise. However, one important clue is that the family, and probably Johnny as well, are visually-aurally oriented. The teacher can take advantage of this learning modality.

(Amelia is Johnny's sister, age 19. She works as a teller in a bank and lives in her own apartment.)

Verbal noise! The data does not aid in planning home instructional programs.

During the one hour interview Johnny just sat watching us seemingly without much self-direction. His mother stated he usually is very quiet, has no friends, and does not play with many toys. Johnny's favorite pastime is watching TV shows.

This data should have been underlined. The teacher needs to develop exploratory skills, since Johnny demonstrates little self-direction. TV as a favorite pastime reinforces the clue men-

tioned before that the visual-aural modalities should be used in instructional activities.

24. His mother reports that Johnny is fully ambulatory, toilet trained, and finger-feeds himself.

25. But, he can't bathe or dress himself.

Underline this data. Knowledge of self-management skills helps to set baselines of skills already developed. The parents, specifying bathing and dressing as skills not yet learned, have told you something of their own priorities. By working on these two skills you may be able to develop parental confidence in the school's programs.

26. The Jones are willing to have Johnny enrolled in the
27. community center but are very cautious about what goes on in
28. the school program. They have very low expectations of what
29. Johnny can learn in an instructional program.

This data has no value in developing direct class instruction, but does have relevance for planning parent-school interaction programs.

30. (Mrs. Jones reported a normal pregnancy and could not
31. remember any special illnesses.)

This is verbal noise. Even if she reported an unusual pregnancy or illness it would not alter your instructional plans.

32. Recommendations:

33. (Several home visits should be planned to enhance
34. communication between the school and the home.)

This data is important for the administrative and social service personnel, but is not very important to the teacher in planning an instructional program.

35. The parents appear to overprotect Johnny to such an extent
36. that his self-management skills are not developed. (Placement
37. at the school should be very beneficial.)

Mostly verbal noise. You may or may not have underlined part of this paragraph. There are some indications of a self-management priority thrust when developing instruction; however, the psychological and educational portions of the student case study folder provide the same information in greater detail.

38. 7/7/71

It is important to note the date to determine if the social summary has current relevance.

Ms. Dee
Social Worker

UNIT V ASSESSMENT

Total score: 61 points. Minimum acceptable: 52 points.

Part A

Cross out all information that is not relevant to the particular section and form or repeats information found in greater detail elsewhere.

1. General Information (7 points)
   a.
   b. Cross out
   c. Cross out
   d. Cross out
   e.
   f. Cross out
   g. Cross out
2. Medical Information (5 points)
   a.
   b.
   c. Cross out
   d.
   e.
3. Social Summary (5 points)
   a. Cross out
   b.
   c. Cross out
   d.
   e. Cross out

4. Psychological Information (5 points)

   a.

   b. Cross out

   c. Cross out

   d. Cross out

   e.

5. Educational Information (5 points)

   a.

   b.

   c. Cross out

   d.

   e.

Part B

Choose the best word. (14 points - 2 points each)

1. suggest
2. specifically tells the teacher
3. lists
4. both formal and informal
5. general
6. general
7. specific information

Part C

Answer true-false statements. (20 points - 2 points each)

True	False	
X	____	1.
X	____	2.
____	X	3.

True	False	
___	X	4.
X	___	5.
___	X	6.
X	___	7.
X	___	8.
X	___	9.
___	X	10.

Criterion Assessment Examination

Total score: 100 points. Minimum acceptable: 85 points

Part I (12 points total)

Basic knowledge of assessment.

A. Three best reasons. (3 points - each of the six responses is worth 1/2 point.)

X	1.	___	4.
___	2.	X	5.
X	3.	___	6.

B. Three rules governing formal assessment. (3 points - each of the six responses is worth 1/2 point.)

X	1.	___	4.
___	2.	X	5.
X	3.	___	6.

C. When to use a formal assessment device. (3 points - each of the six responses is worth 1/2 point.)

X	1.	___	4.
___	2.	X	5.
X	3.	___	6.

(Some exam forms have item 6 deleted. If so, give 1/2 point credit for deleted item.)

D. When to use an informal assessment device. (3 points - each of the six responses is worth 1/2 point.)

___	1.	X	4.
___	2.	X	5.
X	3.	___	6.

(Some exam forms have item 6 deleted. If so, give 1/2 point credit for deleted item.)

Part II (14 points total)

A. Recognize differences between formal and informal assessment. (1 point for each correct response -- 6 points total)

Formal	Informal		Formal	Informal	
X		1.	X		4.
	X	2.		X	5.
X		3.	X		6.

B. Information provided by formal or informal means. (1 point for each correct response -- 8 points total)

Formal	Informal		Formal	Informal	
X		1.		X	5.
X		2.		X	6.
X		3.		X	7.
	X	4.		X	8.

Part III (15 points total)

A. Value of assessment information for instruction. (1 point for each correct response -- 10 points total)

Considerable Value	Little Value		Considerable Value	Little Value	
X		1.	X		6.
X		2.	X		7.
	X	3.	X		8.
	X	4.		X	9.
X		5.		X	10.

B. True-false statements. (1 point for each correct response -- 5 points total)

True	False		True	False	
	X	1.	X		4.
	X	2.	X		5.
	X	3.			

Part IV (7 points total)

Assessing knowledge of formal assessment devices. (1 point for each correct response -- 7 points total.)

c or b	1.	b	5.
b	2.	g	6.
d	3.	h	7.
f	4.		

Part V (17 points total)

A. Choose best statement. (2 points for each correct response -- 6 points total.)

1.	a	4.	b
2.	b	5.	a
3.	a	6.	b

B. Planning quality instruction. (1 point for each correct response -- 5 points total.)

1.

2.

3.

4. Cross out

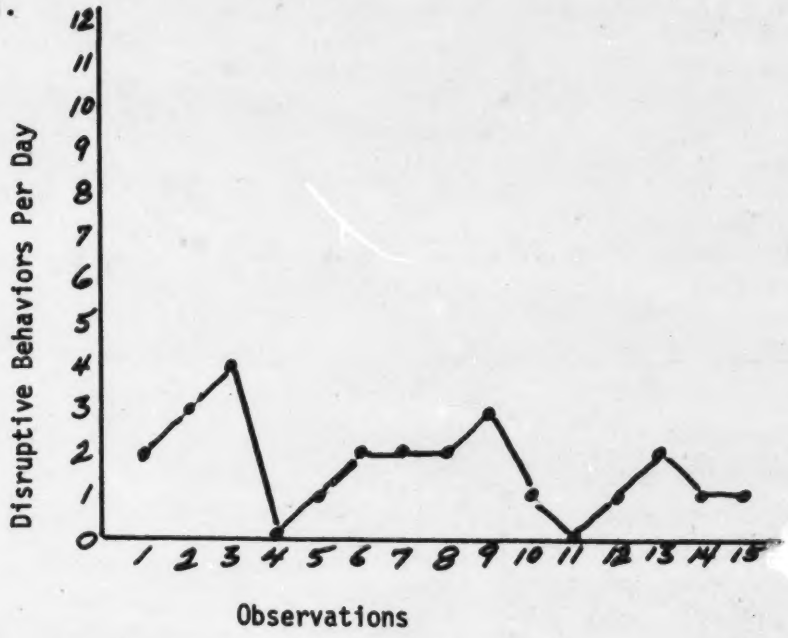
5.

Part VI (20 points total)

Assessing knowledge about collecting and recording data.

A. Reducing disruptive behaviors. (4 points)

1.



Accumulation Graph

2. Two (2 points)

3. Yes____ No_X__ (1 point)

   Yes_X__ No____ (1 point)

4. Yes_X__ No____ (2 points)

B. Two classes of students.

1. (1 point each -- 2 points total)

   Class I 5

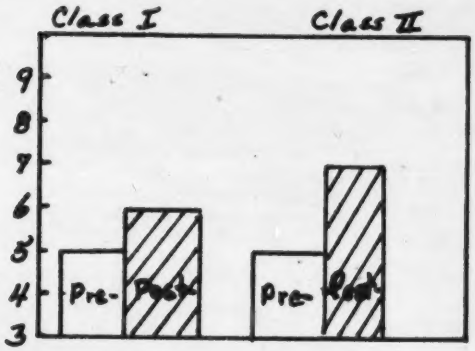
   Class II 5

2. (1 point each -- 2 points total)

   Class I 6

   Class II 7

3. Graph the data. (2 point for each class graphed correctly -- 4 points total)



4. (2 points)

   Class II

Part VII (7 points total)

Assesses knowledge of reinforcers, learning modalities, and learning styles. (1 point for each correct response -- 7 points total)

True	False		True	False	
X		1.		X	5.
X		2.		X	6.
X		3.	X		7.
X		4.			

Part VIII (8 points total)

Assesses knowledge of evaluating for domain weaknesses.

A. (4 points)

___ Mental

___ Physical

_X_ Social Adjustment

B. (4 points)

Entry Level Skill 4.

TECHNIQUES OF STUDENT ASSESSMENT

Criterion Assessment Examination

Name_____ Pretest Score_____

Agency_____ Posttest Score_____

Date_____

Total possible score is 100. A score of 85% or better is required to pass the student assessment competency.

Part I This section tests basic knowledge of assessment. (12 points total)

A. All these statements are true about student assessment. Check the three best statements. (3 points - each response is worth 1/2 point)

___ 1. Student assessment is a means for measuring on-going student progress.

___ 2. Student assessment is a helpful tool in evaluating and planning for the class as a whole.

___ 3. Student assessment measures a student's level of functioning upon entry into a program.

___ 4. Student assessment provides standardized information about the student.

___ 5. Student assessment gives a medical, social, and psychological history of a student.

___ 6. Student assessment pinpoints where a student is in relationship to a large group.

B. Check the three rules which best qualify a test as a formal assessment device. (3 points - each response is worth 1/2 point)

___ 1. The test has been standardized on a population for validity and reliability.

___ 2. Examiner interpretations are a requirement for formally reported data.

___ 3. The test must be administered under the conditions stated in the directions manual.

___ 4. The test must measure objective data.

___ 5. Scores must be interpreted according to the manual directions.

___ 6. The examiner may vary the testing procedure according to the child who is being evaluated.

Page Total

[ ]

C. From the following statements, check the three best circumstances in which a formal assessment device should be used. (3 points - each response is worth 1/2 point)

___ 1. To compare a student in a program to the norm for his age level.

___ 2. To provide specific information about a student's strengths and weaknesses.

___ 3. To confirm diagnosis of developmental weakness.

___ 4. To evaluate a student's progress in a specific instructional program.

___ 5. To provide a record of student information required by law or policy.

D. From the following statements, check the three best circumstances in which an informal assessment device should be used. (3 points - each response is worth 1/2 point)

___ 1. To provide a casual testing atmosphere when administering a formal test.

___ 2. To obtain a general overview of a skill area.

___ 3. To compare progress of one individual with another in the same reading program.

___ 4. In a staffing, to determine specific programming decisions for a particular child.

___ 5. To test for a child's knowledge of specific vocabulary words.

Part II (14 points total)

A. This section tests ability to recognize the differences between formal and informal assessment devices.

Place an X under the word that best describes the statement. (6 points)

Formal	Informal	
____	____	1. Provides general information.
____	____	2. Provides flexible interpretations.
____	____	3. Most often required by law or policy.
____	____	4. Better for administrative needs.
____	____	5. Better for classroom needs.
____	____	6. Provides standard interpretations.

Page Total

B. This section tests ability to distinguish whether information is provided by formal or informal means.

Place an X under the word that best describes the statement. (8 points)

Formal	Informal		
____	____	1.	IQ from Stanford-Binet.
____	____	2.	PLA from Illinois Test of Psycholinguistic Abilities (ITPA).
____	____	3.	Adaptive behavior levels from Adaptive Behavior Scale (ABS).
____	____	4.	Emotional adjustment level from Wechsler Intelligence Scale for Children (WISC).
____	____	5.	Exact behavioral ratings of skills using task analyzed programs.
____	____	6.	Most social summaries.
____	____	7.	Observation by psychologist of how a student handles the testing materials.
____	____	8.	Staffing recommendations in the form of learner objectives.

Part III (15 points total)

A. This section tests ability to determine if assessment information has considerable or little value to an instructional program.

Place an X under the words that best describe the statement. (10 points)

Considerable Value	Little Value		
____	____	1.	Physical wellbeing of student.
____	____	2.	Skills learned.
____	____	3.	How many siblings live at home.
____	____	4.	Whether parents are living together, divorced, or remarried.
____	____	5.	Chronological age.

Page Total

~~True~~ ~~False~~

___ ___ 6. Formal psychological assessment.

___ ___ 7. Case staffing reports.

___ ___ 8. Critical incident reports of student while at agency.

___ ___ 9. Knowledge of parents' occupations.

___ ___ 10. Etiology of student's disability.

B. This section tests the ability to determine if information is relevant to instructional planning.

Mark true or false. (5 points)

True False

___ ___ 1. Knowing IQ tells us enough to determine a student's ability level.

___ ___ 2. The Adaptive Behavior Scale provides enough information to determine instructional programming.

___ ___ 3. Knowing the child is a mongoloid tells us how to plan an instructional program for that child.

___ ___ 4. We can make some predictions about a student's learning ability if we have considerable information which includes age and sex.

___ ___ 5. We can make some predictions about a student's learning ability if we know CA, IQ, and adaptive ability.

Page Total

Part IV (7 points total)

This section tests knowledge of formal assessment devices.

Match the most appropriate words with the statements. You may use the words more than once; however, each statement has only one best answer. (7 points)

Statements	Words
___ 1. Stanford-Binet	a. CA
___ 2. WISC	b. IQ
___ 3. ITPA	c. MA
___ 4. ABS	d. PLA
___ 5. Slosson	e. SD
___ 6. Vineland	f. Social Adjustment
___ 7. Purdue Perceptual-Motor Survey	g. SQ
	h. None

Part V (17 points total)

This section tests knowledge of assessing the success of instructional programs.

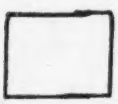
A. If a task analyzed instructional program indicates a student is not progressing, some changes may be necessary. Each of the following six pairs of statements refer to the areas of possible change. Mark an X in front of the statement in each pair that offers the best solution to the problem. (17 points)

1. Reinforcers

___ a. Reinforcers that were working for a while may need to be changed to meet the new interests of the student.

___ b. The reinforcers being used are not acceptable to the teacher or parent and should be changed (e.g., using social praise instead of cereal or candy).

Page Total



2. Domains

__ a. A teacher whose domain is language development may not be the best person to teach other instructional areas.

__ b. A student who demonstrates a social adjustment domain problem while in a mental skills domain program should first be provided with a special social adjustment program.

3. Subobjectives

__ a. The gaps between the subobjectives may be too great for the student.

__ b. The subobjectives slow down the student.

4. Entry Level Skills

__ a. If a student does not have the necessary skills to learn in your classroom, he should be placed in a classroom where he can cope.

__ b. If a student does not have the necessary skills to learn in your classroom, you should provide programs so he can learn the skills.

5. Criteria and/or Conditions

__ a. Sometimes a student will turn off in frustration if criteria and/or conditions are too difficult to achieve.

__ b. Sometimes criteria and/or conditions are set so low that the student is not challenged and he gets bored.

6. Learning Styles and Modalities

__ a. When planning a group lesson, the teacher should develop activities around the strongest learning modalities and the most appropriate learning style of the majority of the group.

__ b. When planning individual or group lessons, the teacher should consider the strongest learning modalities and most appropriate learning style of each student.

B. Read the following statements. Cross out any statements that are not important for planning quality instruction. (5 points)

1. You must have well written terminal objectives.

2. You must break the terminal objectives into subobjectives (task analysis).

Page Total

3. You must maintain a regular data collection and recording system.
4. You must vary your instructional procedures with each daily lesson.
5. You must provide ample opportunity for training to take place.

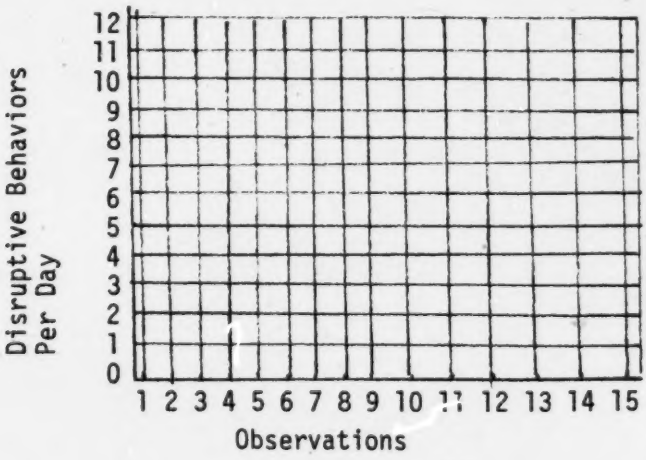
Part VI (20 points total)

This section tests knowledge about collecting and recording data.

A. Following is data of a student's disruptive behaviors. The objective of the program is to reduce the number of disruptive behaviors.

	Mon	Tue	Wed	Thur	Fri
1st week	2	3	4	0	1
2nd week	2	2	2	3	1
3rd week	0	1	2	1	1

1. Make a graph of the data. (4 points)



2. The first week's information was taken as a baseline to determine the average number of daily disruptions. (2 points) Average_____

3. Was there an improvement during the second week? (1 points)

Yes_____ No_____

During the third week? (1 point)

Yes_____ No_____

Page Total

4. The criterion was for the student to have no more than an average of one disruption per day for five consecutive days. Was this met? (2 points)

Yes_____ No_____

B. Following is information about two classes of students.

	Class I Pretest	Class I Posttest
S1	5	10
S2	5	4
S3	7	6
S4	3	4

	Class II Pretest	Class II Posttest
S1	4	12
S2	6	5
S3	7	8
S4	3	3

Class I Class II Workspace

1. What were the average pretest scores? (2 points)

Class I_____ ____

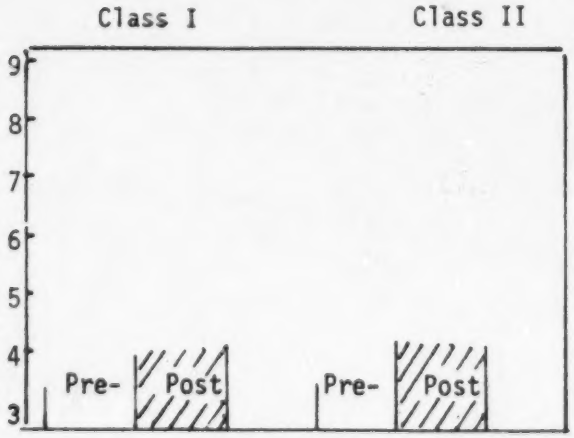
Class II_____

2. What were the average posttest scores? (2 points)

Class I_____

Class II_____

3. Complete the bargraph to show pre- and posttest information grouped by class not by individual students. (4 points)



4. Which class made the best improvement? (2 points)

_____

ge Total

Part VII (7 points total)

This section tests knowledge of assessing for reinforcers, learning modalities, and learning styles.

Mark true or false. (7 points)

True	False		
____	____	1.	A way to determine an appropriate reinforcer is to ask the student what he likes.
____	____	2.	The same techniques should be used to determine effective reinforcers for reducing undesired behaviors that are used to determine reinforcers for increasing desired behaviors.
____	____	3.	Trial and error is an appropriate technique to use in determining an effective reinforcer.
____	____	4.	Observation is the best approach to use in assessing learning modalities.
____	____	5.	If a student uses more than one learning modality at a time, we can anticipate learning problems.
____	____	6.	The best way to determine a student's learning style is to review the social summary report in his case study folder.
____	____	7.	Trial and error is an appropriate technique to use in determining a student's learning style.

Page Total

Part VIII (8 points total)

This section tests knowledge about evaluating domain weaknesses.

Read the task analyzed form. X indicates each time an objective is achieved. Criterion is set at three consecutive successes.

Terminal Objective is a mental skill.
Subobjectives are all mental skills.

Trials 1 2 3	
0 0 0	6 Terminal Objective
0 0 0	5 Subobjective
X X 0	4 Subobjective
X X 0	3 Subobjective
0 0 X	2 Subobjective
X X 0	1 Subobjective

Entry Level Skills

X X X	1. Social Adjustment Skill
X X X	2. Physical Skill
X 0 X	3. Physical Skill
0 X 0	4. Social Adjustment Skill

A. Determine the domain in which program emphasis should be. (4 points)

____ Mental

____ Physical

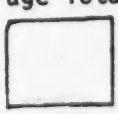
____ Social Adjustment

B. State subobjective(s) or entry level skill(s) on which to begin training. (4 points)

_____

_____

Page Total



Look over your responses. Be sure you provided the best answer possible.

TECHNIQUES OF STUDENT ASSESSMENT

Criterion Assessment Examination

Name_____ Pretest Score_____

Agency_____ Posttest Score_____

Date_____

Total possible score is 100. A score of 85% or better is required to pass the student assessment competency.

Part I This section tests basic knowledge of assessment. (12 points total)

A. All these statements are true about student assessment. Check the three best statements. (3 points - each response is worth 1/2 point)

___ 1. Student assessment is a means for measuring on-going student progress.

___ 2. Student assessment is a helpful tool in evaluating and planning for the class as a whole.

___ 3. Student assessment measures a student's level of functioning upon entry into a program.

___ 4. Student assessment provides standardized information about the student.

___ 5. Student assessment gives a medical, social, and psychological history of a student.

___ 6. Student assessment pinpoints where a student is in relationship to a large group.

B. Check the three rules which best qualify a test as a formal assessment device. (3 points - each response is worth 1/2 point)

___ 1. The test has been standardized on a population for validity and reliability.

___ 2. Examiner interpretations are a requirement for formally reported data.

___ 3. The test must be administered under the conditions stated in the directions manual.

___ 4. The test must measure objective data.

___ 5. Scores must be interpreted according to the manual directions.

___ 6. The examiner may vary the testing procedure according to the child who is being evaluated.

Page Total

[ ]

C. From the following statements, check the three best circumstances in which a formal assessment device should be used. (3 points - each response is worth 1/2 point)

___ 1. To compare a student in a program to the norm for his age level.

___ 2. To provide specific information about a student's strengths and weaknesses.

___ 3. To confirm diagnosis of developmental weakness.

___ 4. To evaluate a student's progress in a specific instructional program.

___ 5. To provide a record of student information required by law or policy.

D. From the following statements, check the three best circumstances in which an informal assessment device should be used. (3 points - each response is worth 1/2 point)

___ 1. To provide a casual testing atmosphere when administering a formal test.

___ 2. To obtain a general overview of a skill area.

___ 3. To compare progress of one individual with another in the same reading program.

___ 4. In a staffing, to determine specific programming decisions for a particular child.

___ 5. To test for a child's knowledge of specific vocabulary words.

Part II (14 points total)

A. This section tests ability to recognize the differences between formal and informal assessment devices.

Place an X under the word that best describes the statement. (6 points)

Formal	Informal	
____	____	1. Provides general information.
____	____	2. Provides flexible interpretations.
____	____	3. Most often required by law or policy.
____	____	4. Better for administrative needs.
____	____	5. Better for classroom needs.
____	____	6. Provides standard interpretations.

Page Total

B. This section tests ability to distinguish whether information is provided by formal or informal means.

Place an X under the word that best describes the statement. (8 points)

Formal	Informal		
____	____	1.	IQ from Stanford-Binet.
____	____	2.	PLA from Illinois Test of Psycholinguistic Abilities (ITPA).
____	____	3.	Adaptive behavior levels from Adaptive Behavior Scale (ABS).
____	____	4.	Emotional adjustment level from Wechsler Intelligence Scale for Children (WISC).
____	____	5.	Exact behavioral ratings of skills using task analyzed programs.
____	____	6.	Most social summaries.
____	____	7.	Observation by psychologist of how a student handles the testing materials.
____	____	8.	Staffing recommendations in the form of learner objectives.

Part III (15 points total)

A. This section tests ability to determine if assessment information has considerable or little value to an instructional program.

Place an X under the words that best describe the statement. (10 points)

Considerable Value	Little Value		
____	____	1.	Physical wellbeing of student.
____	____	2.	Skills learned.
____	____	3.	How many siblings live at home.
____	____	4.	Whether parents are living together, divorced, or remarried.
____	____	5.	Chronological age.

Page Total

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[redacted] [redacted]

___ ___ 6. Formal psychological assessment.

___ ___ 7. Case staffing reports.

___ ___ 8. Critical incident reports of student while at agency.

___ ___ 9. Knowledge of parents' occupations.

___ ___ 10. Etiology of student's disability.

B. This section tests the ability to determine if information is relevant to instructional planning.

Mark true or false. (5 points)

True	False		
___	___	1.	Knowing IQ tells us enough to determine a student's ability level.
___	___	2.	The Adaptive Behavior Scale provides enough information to determine instructional programming.
___	___	3.	Knowing the child is a mongoloid tells us how to plan an instructional program for that child.
___	___	4.	We can make some predictions about a student's learning ability if we have considerable information which includes age and sex.
___	___	5.	We can make some predictions about a student's learning ability if we know CA, IQ, and adaptive ability.

Page Total

[ ]

Part IV (7 points total)

This section tests knowledge of formal assessment devices.

Match the most appropriate words with the statements. You may use the words more than once; however, each statement has only one best answer. (7 points)

Statements	Words
___ 1. Stanford-Binet	a. CA
___ 2. WISC	b. IQ
___ 3. ITPA	c. MA
___ 4. ABS	d. PLA
___ 5. Slosson	e. SD
___ 6. Vineland	f. Social Adjustment
___ 7. Purdue Perceptual-Motor Survey	g. SQ
	h. None

Part V (17 points total)

This section tests knowledge of assessing the success of instructional programs.

A. If a task analyzed instructional program indicates a student is not progressing, some changes may be necessary. Each of the following six pairs of statements refer to the areas of possible change. Mark an X in front of the statement in each pair that offers the best solution to the problem. (17 points)

1. Reinforcers

___ a. Reinforcers that were working for a while may need to be changed to meet the new interests of the student.

___ b. The reinforcers being used are not acceptable to the teacher or parent and should be changed (e.g., using social praise instead of cereal or candy).

Page Total

[ ]

2. Domains

__ a. A teacher whose domain is language development may not be the best person to teach other instructional areas.

__ b. A student who demonstrates a social adjustment domain problem while in a mental skills domain program should first be provided with a special social adjustment program.

3. Subobjectives

__ a. The gaps between the subobjectives may be too great for the student.

__ b. The subobjectives slow down the student.

4. Entry Level Skills

__ a. If a student does not have the necessary skills to learn in your classroom, he should be placed in a classroom where he can cope.

__ b. If a student does not have the necessary skills to learn in your classroom, you should provide programs so he can learn the skills.

5. Criteria and/or Conditions

__ a. Sometimes a student will turn off in frustration if criteria and/or conditions are too difficult to achieve.

__ b. Sometimes criteria and/or conditions are set so low that the student is not challenged and he gets bored.

6. Learning Styles and Modalities

__ a. When planning a group lesson, the teacher should develop activities around the strongest learning modalities and the most appropriate learning style of the majority of the group.

__ b. When planning individual or group lessons, the teacher should consider the strongest learning modalities and most appropriate learning style of each student.

B Read the following statements. Cross out any statements that are not important for planning quality instruction. (5 points)

1. You must have well written terminal objectives.

2. You must break the terminal objectives into subobjectives (task analysis).

Page Total

3. You must maintain a regular data collection and recording system.
4. You must vary your instructional procedures with each daily lesson.
5. You must provide ample opportunity for training to take place.

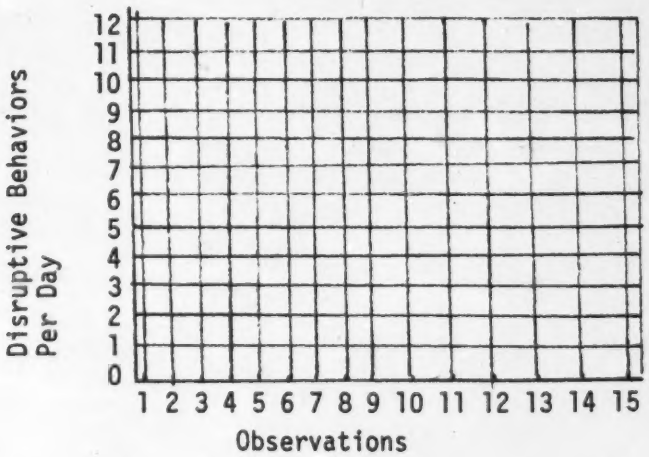
Part VI (20 points total)

This section tests knowledge about collecting and recording data.

A. Following is data of a student's disruptive behaviors. The objective of the program is to reduce the number of disruptive behaviors.

	Mon	Tue	Wed	Thur	Fri
1st week	2	3	4	0	1
2nd week	2	2	2	3	1
3rd week	0	1	2	1	1

1. Make a graph of the data. (4 points)



2. The first week's information was taken as a baseline to determine the average number of daily disruptions. (2 points) Average_____
3. Was there an improvement during the second week? (1 points)

   Yes_____ No_____

   During the third week? (1 point)

   Yes_____ No_____

Page Total

4. The criterion was for the student to have no more than an average of one disruption per day for five consecutive days. Was this met? (2 points)

Yes_____ No_____

B. Following is information about two classes of students.

	Class I Pretest	Posttest
S1	5	10
S2	5	4
S3	7	6
S4	3	4

Class I

	Class II Pretest	Posttest
S1	4	12
S2	6	5
S3	7	8
S4	3	3

Class II

Workspace

1. What were the average pretest scores? (2 points)

Class I_____

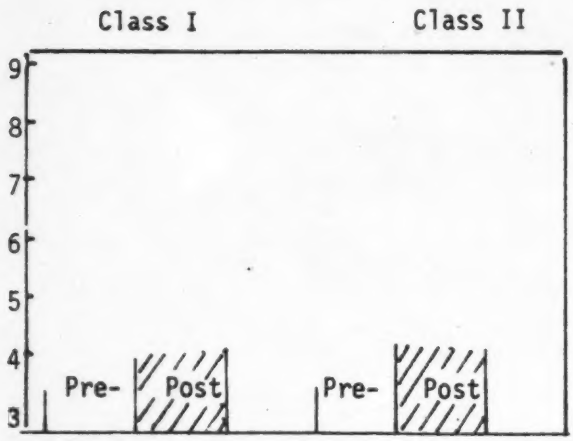
Class II_____

2. What were the average posttest scores? (2 points)

Class I_____

Class II_____

3. Complete the bargraph to show pre- and posttest information grouped by class <u>not</u> by individual students. (4 points)



Page Total

4. Which class made the best improvement? (2 points)

_____

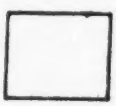
Part VII (7 points total)

This section tests knowledge of assessing for reinforcers, learning modalities, and learning styles.

Mark true or false. (7 points)

True	False		
____	____	1.	A way to determine an appropriate reinforcer is to ask the student what he likes.
____	____	2.	The same techniques should be used to determine effective reinforcers for reducing undesired behaviors that are used to determine reinforcers for increasing desired behaviors.
____	____	3.	Trial and error is an appropriate technique to use in determining an effective reinforcer.
____	____	4.	Observation is the best approach to use in assessing learning modalities.
____	____	5.	If a student uses more than one learning modality at a time, we can anticipate learning problems.
____	____	6.	The best way to determine a student's learning style is to review the social summary report in his case study folder.
____	____	7.	Trial and error is an appropriate technique to use in determining a student's learning style.

Page Total



Part VIII (8 points total)

This section tests knowledge about evaluating domain weaknesses.

Read the task analyzed form. X indicates each time an objective is achieved. Criterion is set at three consecutive successes.

Terminal Objective is a mental skill.
Subobjectives are all mental skills.

Trials 1 2 3	
0 0 0	6 Terminal Objective
0 0 0	5 Subobjective
X X 0	4 Subobjective
X X 0	3 Subobjective
0 0 X	2 Subobjective
X X 0	1 Subobjective

Entry Level Skills

X X X	1. Social Adjustment Skill
X X X	2. Physical Skill
X 0 X	3. Physical Skill
0 X 0	4. Social Adjustment Skill

A. Determine the domain in which program emphasis should be. (4 points)

____ Mental

____ Physical

____ Social Adjustment

B. State subobjective(s) or entry level skill(s) on which to begin training. (4 points)

_____

_____

Page Total

Look over your responses. Be sure you provided the best answer possible.